

Disclaimer: Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions. They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State Textbook/ Instructional Materials Review Team completed each evaluation form during the week of July19-23, 2004. In order to maintain the integrity of the of the review team's comments, editing was limited to spelling and punctuation.

**Title**

**Publisher**

**Item Evaluated**

**Content Level**

**ISBN**

**Copyright Date**

**Date of Evaluation**

**Recommended YES NO**

Publisher's Explanation of Reviewer's Comments:

**Technology Strengths**

**Technology Weaknesses**

**Instruction & Assessment Strengths**

**Instruction & Assessment Weaknesses**

**Organization & Structure Strengths**

**Organization & Structure Weaknesses**

**Resource Materials Strengths**

**Resource Materials Weaknesses**

Technology Comments

**Equipment**

Windows

Macintosh

CD ROM

Sound

Equipment Other

**Grade Level**

Primary

Intermediate

Middle

High

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

Title:

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Subject:

**Audience**

|            |  |             |  |             |  |
|------------|--|-------------|--|-------------|--|
| Individual |  | Small Group |  | Large Group |  |
|------------|--|-------------|--|-------------|--|

**Format**

|                         |  |            |  |              |  |
|-------------------------|--|------------|--|--------------|--|
| Stand Alone/Independent |  | Integrated |  | Supplemental |  |
|-------------------------|--|------------|--|--------------|--|

**Cost**

|                 |  |                |  |
|-----------------|--|----------------|--|
| Single Copy     |  | School Version |  |
| Network Version |  | Online         |  |
| Site License    |  | Lab Pack       |  |

**Type of Software**

|                   |  |                    |  |                    |  |
|-------------------|--|--------------------|--|--------------------|--|
| Simulation        |  | Tutorial           |  | Critical Thinking  |  |
| Management        |  | Exploratory        |  | Utility            |  |
| Interdisciplinary |  | Creativity         |  | Type of Software - |  |
| Problem Solving   |  | Drill and Practice |  | Other              |  |

**Management**

|  |   |
|--|---|
|  | Allows customizing for individual learning needs      |
|  | Allows Students to exit and resume later              |
|  | Keeps student's performance record, where needed      |
|  | Allows control of various aspects of software (sound) |
|  | Allows printed reports                                |

**Presentation/Interface**

|  |  |
|--|--|
|  | Presents material in organized manner                      |
|  | Consistent, easy-to-use, on-screen instructions            |
|  | Developmentally correct presentation/ format               |
|  | Adapts to different learning styles/multiple intelligences |
|  | Accessible for special needs students                      |
|  | Runs smoothly, without long delays                         |
|  | Easy-to-view text and graphics                             |
|  | Easy-to-hear and understand sounds                         |
|  | Avoids unnecessary screens, sounds, and graphics           |
|  | Provides immediate, appropriate feedback                   |
|  | Presentation/Interface Comments                            |

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

Title:

Subject:

| <i>Rating</i>  | <i>Strength</i> | <i>Weakness</i> |
|--|-----------------|-----------------|
| <b>Identifies a Sense of Purpose</b>   |                 |                 |
| 4  |                 |                 |
| <b>Provides Guiding Questions and Instructional Objectives</b>   |                 |                 |
|  |                 |                 |
| <b>Develops and Builds on Student Ideas</b>  |                 |                 |
|  |                 |                 |
| <b>Encourages student to become an independent learner (performer, creator, speaker)</b>   |                 |                 |
|  |                 |                 |
| <b>Assesses Student Progress – Commonwealth Accountability Testing System (CATS) “like” Assessment is provided. Variety of Assessments (diagnostic, formative, Summative, open response, multiple choice, individual, small group, oral demonstrations, presentations, portfolio prompts) is included, Performance assessment opportunities are also included.</b> |                 |                 |
| 0  |                 |                 |
| <b>Enhances the Learning Environment</b>   |                 |                 |
|  |                 |                 |
| <b>Reading level appropriate for interest and ability level of intended student group; level remains consistent throughout</b>   |                 |                 |
|  |                 |                 |
| <b>Includes activities and opportunities for integration of technology</b>   |                 |                 |
|  |                 |                 |
| <b>Reflects research-based practices (e.g. hands-on activities, technology, problem-solving situations) engaging students and promoting student thinking</b>   |                 |                 |
|  |                 |                 |
| <b>Is aligned to the Program of Studies and Core Content for Assessment</b>  |                 |                 |
|  |                 |                 |
| <b>Includes opportunities for writing (reviews / personal response / reflection)</b>   |                 |                 |
|  |                 |                 |

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

Title:

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Subject:

| <i>Rating</i> | <i>Strength</i>   | <i>Weakness</i> |
|---------------|---|-----------------|
|               | <b>Music Elements-Rhythm, Tempo, Melody, Harmony, Form, Music Literacy - Notation, Terminology, Symbols, Timbre,:</b> |                 |
|               |   |                 |
|               | <b>Music Literacy - Notation, Terminology, Symbols:</b>   |                 |
|               |   |                 |
|               | <b>Purpose of Music:</b>  |                 |
|               |   |                 |
|               | <b>Musical Styles (genre):</b>  |                 |
|               |   |                 |
|               | <b>Music in Different Cultures:</b>   |                 |
|               |   |                 |
|               | <b>Music Historical Style Periods:</b>  |                 |
|               |   |                 |
|               | <b>Effect of Time, Place, Personality, Belief Systems on Music:</b>   |                 |
|               |   |                 |
|               | <b>Careers Music:</b>   |                 |
|               |   |                 |
|               | <b>Opportunities for Performance (may include site singing/playing):</b>  |                 |
|               |   |                 |
|               | <b>Connection to Other Art Forms:</b>   |                 |
|               |   |                 |

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

Title:

Subject: